



**General Certificate of Secondary Education**

**Leisure and Tourism 4840**

**Unit 1      Understanding Leisure and  
Tourism Destinations**

**Report on the Examination**

*2010 examination - January series*

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*Dr Michael Cresswell Director General.*

## General

### What was done well:

- Understanding the differences between long-haul and short-haul destinations
- Correctly identifying named examples of seaside resorts, ski resorts and city destinations
- Describing attractions within seaside and city destinations
- Knowing the types of facilities found in a ski/snowsports resort.

### What could be improved:

- Explaining how destinations cater for the needs of different customer types
- Describing routes that tourists use to move around the UK
- Analysing leisure and tourism data.

### Question 1

The vast majority of candidates successfully answered this question which tested their understanding of short-haul and long-haul destinations. San Francisco was the only long-haul destination, beyond Europe and the Mediterranean Basin, shown on the map (**Figure 1**).

### Question 2

The photograph (**Figure 2**) was correctly identified as showing a city destination by most candidates.

### Question 3

Many candidates identified that tourists arriving at St Pancras International from France would be using a train. The Specification requires candidates to have knowledge of major UK gateways and St Pancras is one example of those.

### Question 4

Candidates are required by the Specification to have studied an example of an overseas ski/snowsports resort. In this question candidates were asked to demonstrate their knowledge by giving two facilities in the resort, *outside the UK*, that they had studied. Successful candidates clearly identified their resort, such as Cervinia or Aspen and then gave two facilities such as ski lifts and hotels which are found there. A number of candidates were unsuccessful as they had not clearly identified their overseas ski/snowsports resort.

### Question 5

This question tested understanding of long-haul flights and successful candidates demonstrated this by identifying that long-haul destinations are typically reached by air, and that long-haul flights mostly depart from major gateway airports, rather than regional airports.

### Question 6

Part (a) asked candidates to explain the meaning of *seaside resort*. Most candidates gained one mark for the idea of a resort having a beach, with the second mark gained for either exemplification, such as Scarborough or Brighton, or for the explanation that seaside resorts

typically have a range of leisure facilities such as piers and arcades and hotels. Similarly other candidates gained a second mark for expressing the idea that a seaside resort is a destination tourists may travel to, in order to spend their leisure time there.

Part (b) asked candidates to describe what a UK seaside resort offered to families with children - one of the types of leisure and tourism customer listed in the Specification. The most successful candidates described clearly what their chosen resort offered for *families with children* and achieved top Level 2 marks. Many candidates accessed Level 2 by clearly describing named attractions/facilities within their chosen resort. Weaker candidate responses were typified by general responses that could have been about any seaside resort and did not use specific examples of attractions from the seaside resort they had studied.

Candidates were asked in part (c) to describe a route from a major UK airport to their chosen resort from part (b). This proved problematic for many candidates. The Specification requires candidates to learn about the routes used by tourists to move around the UK. Candidates who answered well gained marks by describing routes from airports to seaside resorts. Weaker responses simply described types of transport available.

### **Question 7**

Most candidates were able to give simple reasons why walking is much more popular than other activities in National Parks. Explanations were typified by the desire to be healthy or the means to better appreciate the surroundings on foot. Where candidates gained full marks, this was for clearly explaining two reasons why walking was so much more popular.

### **Question 8**

This question challenged candidates to apply understanding of the different types of visitor attractions to descriptions of four different attractions. The vast majority of candidates were successful in correctly matching attraction descriptions to one of the five types offered.

### **Question 9**

Part (a) required candidates to be able to select the appropriate percentage from a range of percentage graphs (**Figure 5**). Most candidates were successful at doing this.

In part (b) candidates were asked to analyse the use of public transport on leisure visits to the different destinations. Better responses scored Level 2 marks by making clear reference to the data shown in **Figure 5**, focusing on the use of public transport. Many candidates scored within Level 1 by making simple descriptive statements based on the information shown.

### **Question 10**

This question invited candidates to explain the impacts on the environment of people travelling to and around destinations by car. Stronger candidate responses considered not just the gases emitted and their impact, but also considered the visual and aural impacts on the environment to achieve Level 2 marks. Weaker candidates scored fewer marks because they generally considered only the atmospheric pollution impacts.

### **Question 11**

This question focused on the range of factors affecting the choice of destination for a ski/snowsports resort. Successful candidates were able to explain these factors well. *Weather*

*and climate, cost, accessibility and the range of products and services on offer* were the factors chosen most often.

Less successful candidates did not always seem familiar with these factors. The Specification (page 9) does require candidates to be able to explain these factors.

### **Question 12**

Candidates had to describe and explain the impacts of tourism, using examples to illustrate their answer. Typically candidates described the different impacts such as economic, social and environmental; sometimes further categorising these into negative and positive impacts. Weaker answers simply listed these impacts. Successful candidates used clear examples of impacts on destinations to access Level 2 and beyond, such as at named seaside resorts, or impacts of identified activities within named National Parks. This question also assessed candidates' quality of written communication which helped to determine the mark achieved within the mark range of each level.

### **Question 13**

Many candidates scored well at Level 2 by clearly identifying attractions within their recommended destination city, and then explaining reasons why these would be suited to the customer type - couple in their fifties. Candidates often made reference to the slower pace perhaps needed by a couple in their fifties, or the ease of using public transport in their recommended city. Weaker candidates scored fewer marks because they described attractions in general terms, such as galleries, cafes, and museums, without being specific about a named city destination and ignoring the particular needs of this customer type.

### **Overall recommendations**

To raise the level of attainment in the future, candidates should:

- read the wording of questions carefully
- be able to illustrate the impacts of tourism using clear examples of destinations that they have studied
- be able to explain the factors that affect people's choice of destination

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the **Results statistics** page of the AQA Website.